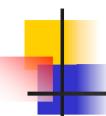
NCLB Update

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Highly Qualified Teachers

- Title II (A) Audit Visit
 - New elementary/secondary teachers
 - Must demonstrate competence in content areas, English, Reading/Language Arts, Mathematics, Science, Foreign Language, Civics/Government, Economics, Arts, History, Geography.
 - Currently state approved programs have performance assessments throughout student's preservice program and basic skills admission test



- Elementary/secondary teachers not new to the profession
 - Must demonstrate competence in specific content areas through a content test or through state defined high objective uniform state standard of evaluation (HOUSSE)

Updates to AYP Accountability System

Who Is Included?

- 2004-2005: Assess all students in grades 4, 8, and 11 who are enrolled on the day of testing.
- 2005-2006: Assess all students in grades 3-8 and 11 who are enrolled on the day of testing.
- Reading and mathematics must be assessed using ITBS or ITED.

Full Academic Year

- ITBS/ITED: Students enrolled from time of testing one year previous to time of testing current year.
- Alternate Assessment: March 31 of previous year to March 31 of current year.

Full Academic Year

- When a grade included in testing accountability is the first grade level in a building, FAY in the district equals FAY in the building.
- E.g., transitions to the next grade in a different building counts for FAY.

AYP System Changes

- From use of Biennium Data to use of Annual Data for 2004-2005.
- Collapsing of Grades for AYP State Determinations for 2005-2006:
 - **3**, 4, 5
 - **6**, 7, 8
 - 11



 To balance sampling error, especially for groups with small numbers of students.

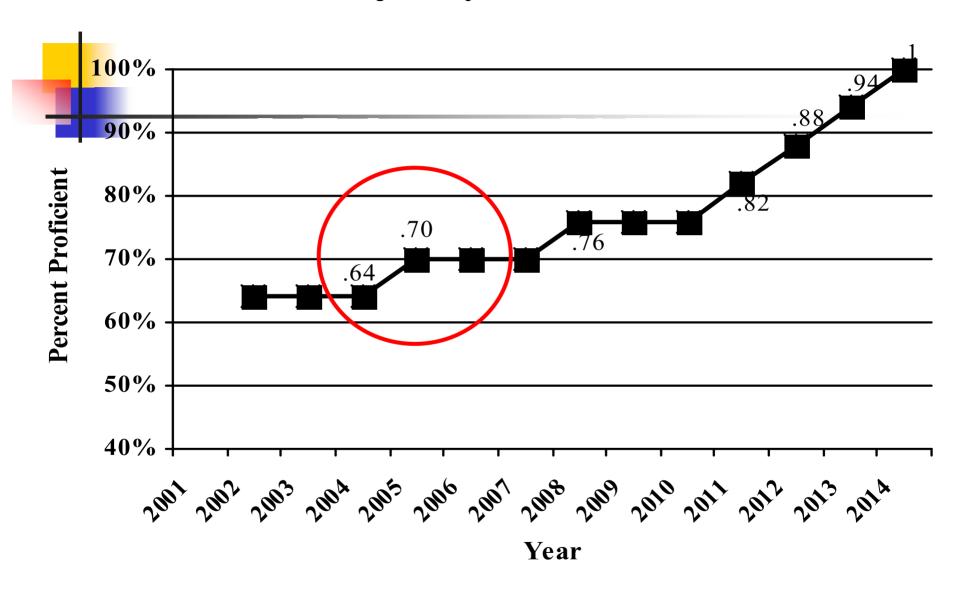


- To include schools in AYP decisions sooner.
- To base AYP decisions on data from adjacent years.
- To help account for error through Confidence Interval.

Annual Data: Primary Issue

- Use of biennium data forces districts to double student achievement rates in order to "catch up" to achievement targets.
- E.g., to move from 64% proficient to 70% proficient, the proficiency rate must increase to 76%, a 12% increase.
- Only the 6% increase is required with annual data.

State Trajectory: 70% Proficient



Collapsing Grades

- Currently, for each grade level tested:
 - 9 groups
 - Participation
 - Proficiency
 - 2 Content Areas
 - Does not include other academic indicator
 - 36 ways to not make AYP

Example: District A

- For Grades 3-8 and 11
- Calculations with individual grades:
 - 4 Elementary Schools: 36 x 4 x 3= 432
 - 2 Junior High Schools: 36 x 2 x 3 = 216
 - 1 High School: 36 x 1 = 36
 - Total = 684 ways to not make AYP.

Example: District A

- For Grades 3-8 and 11
- Calculations with collapsed grades:
 - 4 Elementary Schools: 36 x 4 = 144
 - 2 Junior High Schools: 36 x 2 = 72
 - 1 High School: 36 x 1 = 36
 - Total = 252 ways to not make AYP.

Why Collapse?

- Need to be monitoring the achievement gap
- Need to be monitoring the achievement of different subgroups.
- Need to consider the number of identifications due to chance.



Districts and AYP

- 2004-2005, to NOT make AYP:
 - District must miss participation rate for Grades 4, 8, and 11 (all three levels) math & reading, any subgroup.
 - District must miss proficiency target for Grades 4, 8, and 11 (all three levels) math & reading, any subgroup.
 - District must miss graduation rate or average daily attendance rate.

Schools and AYP

 Use the grades housed at a site to collapse the data for participation and proficiency. E.g., by organizational structure

 School achievement results will be weighted before collapsing. E.g., 10-3rd graders and 30-4th graders.

Schools and AYP

 Decisions about establishing targets are in process.



Informational Items



Persistently Dangerous Schools

- Schools/districts are not offering choice to victims of violent crime. Requirement of NCLB
- Schools/districts not reporting accurately
- Schools/districts not keeping track of offering choice and which students declined or accepted (State will begin collecting data)



Student Achievement & Teacher Quality Program

- > Teacher development academies
 - School-based teams
 - Multi-day summer institutes and follow-up
 - Stipends for teachers up to 10 days outside of regular contract hours
- Training program for teacher fellow candidates
 - Method for identifying applicants
 - Process for selecting & credentialing teacher fellows



Key Concepts

- Academies will include AEA staff but will focus on adding more trainers from teacher work force
- High need areas will be targeted first for selecting content for academies
- Additional academies will be added next year
- 2 major purposes build capacity and add to teacher salaries



Student Achievement & Teacher Quality Program

- Teacher fellow
 - Valid license
 - Teacher career development
 - Continuous improvement
 - Credential from a teacher development academy or equivalent
 - At least 4 years of consecutive classroom instruction
 - Competency on Iowa teaching standards
- Salary adjustment for teacher fellow

2005-2006 Academies

- Middle School and High School Reading
 August 2 5 and August 8 11
 - Second Chance Reading Program
 - Cross-curricular reading strategies
- Elementary Mathematics

 July 18 22 and August 8 –12
 - Cognitively Guided Instruction
- Upper Elementary and Middle School Reading August 2 – 5 and August 8 – 12
 - Concept Oriented Reading Instruction



NCLB Questions

http://www.state.ia.us/educate

No Child Left Behind